

## Using Linguistic and Cultural Material in Foreign Language Lessons

**Tairova Mavluda Khamidovna**  
*Teacher of the Bukhara State University*

**Kulmurzayeva Emiliya**  
*Student*

### ABSTRACT

*This article discusses authentic materials used in teaching foreign languages. Understanding the need to integrate foreign textbooks and authentic materials, practicing teachers apply various options for using teaching and methodological kits from foreign authors or their individual components.*

### ARTICLE INFO

*Article history:*

**Received** 15 Jan 2025

**Received** in revised form  
15 Feb 2025

**Accepted** 12 Mar 2025

**Keywords:** cultural  
component, authentic sources,  
authentic materials,  
communication, socio-cultural  
characteristics, methodological.

---

*Hosting by Innovatus Publishing Co. All rights reserved. © 2025*

---

### Introduction

Despite the recognition of the need for a linguistic and cultural component in teaching a foreign language, at the moment there are not many methodological and practical developments in this area that involve the acquisition of cultural facts and the formation of the ability and readiness to understand the mentality of native speakers of the studied language, as well as the features of their communicative behavior. That is why when selecting linguistic and cultural material, teachers often use authentic sources. Recently, many domestic and foreign scientists and teachers have turned their attention to the problem of authenticity in the methodology of teaching foreign languages. Authentic texts are understood as texts that were not initially simplified or adapted to achieve educational goals and objectives, that is, texts written by native speakers for native speakers. Such texts include: newspaper and magazine articles, song lyrics, video clips, advertisements, radio broadcasts, etc.

### Methodologic

First of all, we consider it necessary to get acquainted with the advantages of using authentic materials, highlighted by French methodologists:

1. Motivation of students.
2. The possibility of learning through the implementation of game and communicative exercises. It takes place in the case when the educational process does not proceed under strict control from above, and the teacher himself decides what topics can be discussed, what linguistic phenomena to study.
3. The opportunity for students to learn written, oral, visual, audiovisual, electronic documents created for the purpose of communication. These authentic sources have not been reworked, corrected, or simplified. The main layer of vocabulary in these texts consists of conversational clichés, evaluative vocabulary for

expressing one's own opinion, as well as words with socio-cultural and linguistic-cultural coloring. They allow not only to better understand the socio-cultural characteristics of the country of the language being studied, but also to master the everyday vocabulary of native speakers.

4. Assistance in mastering real methods of studying a foreign language. Listening skills, highlighting truly important parts of a statement, quickly reading a text, highlighting relevant features in a text during search reading, taking notes .

5. Preparing students for independent learning. The sooner students begin working with authentic documents, the faster they “get comfortable” in a new language environment for them, and understand all the possible benefits of such a way of learning. This is especially useful if, at the beginning of learning a language, the goal of its practical application is immediately set, for example, in work.

Thus, authentic sources have a number of advantages, but does this mean that teaching should be based only on the use of authentic materials? Let us imagine that students with a basic level of language training were asked to read an article from the morning newspaper. Such an assignment is unlikely to have a positive effect on the students; rather, on the contrary, it will demotivate them for their subsequent work. Students may also be dissatisfied if the text turns out to be too easy. Therefore, in the process of learning a foreign language, there should be no extreme positions - educational and methodological kits should contain both authentic and inauthentic texts.

Understanding the need to integrate foreign textbooks and authentic materials, practicing teachers use various options for using teaching and methodological kits (TMK) of foreign authors or their individual components. An analysis of a number of French textbooks (“Taxi”, “Pile ou Face”, “Tout va bien”) shows that many of them are built on the principle of communicative focus, which contributes to the formation of communicative competence of schoolchildren. They also have a number of other advantages over domestic textbooks: they contain authentic materials, interesting communicative exercises, project tasks, memos with educational material, useful for independent work of students. However, despite numerous advantages, these textbooks have also been found to have their own shortcomings. Their creators do not take into account national educational standards, the type of educational institution and the age of students. In addition, they do not thematically correlate with state programs and educational standards of Uzbekistan.

From this we can conclude that it is inappropriate to consider foreign textbooks as alternative teaching and methodological kits, and that they will not be able to completely replace textbooks developed by domestic authors. Galskova writes: "... not a single foreign textbook, even one that represents a modern methodological concept, can satisfy the needs of the Russian school, since in line with the intercultural paradigm it is wrong to limit the educational process only to the linguocultural parameters of the country of the language being studied. The native linguoethnoculture of the student should take a significant place in the educational process"

However, given all the advantages of foreign textbooks, teachers can use their materials in lessons as a supplement to the main teaching and methodological kit. This option is called linguocultural support for the process of teaching a foreign language. For its implementation, linguocultural material from foreign textbooks is used, the content of which consists of cultural facts and special exercises that are missing mainly in the teaching and methodological kit. This approach is based on a careful selection of not only texts, but also exercises for them, built on the socio-cultural realities of the two countries, since it is the comparison of different cultures that is one of the most important principles of teaching communicative competence on an intercultural basis.

### **The linguistic and cultural approach**

Linguocultural support is an appendix that is used as a supplement to a textbook by Russian authors, including authentic texts of a regional nature about the cultures of the two countries, which are a substantive support for solving communicative problems in the form of exercises aimed at developing the student's socio-cultural competence by comparing the cultural realities of the two countries [4, p. 81]. Thanks to this approach, students not only learn new things about the culture of the country of the language being studied, but also learn to compare and contrast it with the culture of their native country.

And the ability to speak in a foreign language about the cultural facts of their country, as N. V. Baryshnikov asserts, truly makes a participant in an intercultural dialogue a linguistically interesting person .

The linguistic and cultural approach and the formation of linguistic and cultural competence in teaching foreign languages in secondary schools are increasingly recognized by teachers. However, the teacher must approach the process of selecting linguistic and cultural material competently and responsibly. It is not enough to simply find or take information from a textbook that has pedagogical value. It is much more important to organize the development of this material in such a way that the student can use it in the process of interaction with a representative of another culture. When preparing for classes, teachers should remember that "every foreign language lesson is a crossroads of cultures, it is a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture."

When choosing linguistic and cultural studies material for a foreign language lesson, it is also important for the teacher to remember that the selected material should awaken children's cognitive activity and stimulate their desire for intercultural communication in the language being studied. For this purpose, the teacher can include game activities (role-playing and problem games) at different stages of training. Using the linguistic and cultural studies approach to the content and organization of games helps to create an environment of direct communication in French, which involves teaching almost all types of speech activity. In addition, the teacher has an excellent opportunity to solve not only educational tasks in a foreign language lesson, but also educational and developmental ones. In the process of a problem game based on linguistic and cultural studies material, students gain new social experience, that is, they learn how to behave correctly in a given situation. In addition, they get acquainted with the national culture of the native speakers of the language being studied, expanding their horizons.

## **Results and Discussion**

The study highlights the importance of integrating linguistic and cultural materials in foreign language teaching to enhance students' communicative competence and socio-cultural awareness. Authentic sources, such as newspapers, songs, and audiovisual materials, provide valuable exposure to real-life language use, increasing motivation and engagement. However, relying solely on authentic materials may be challenging for learners at lower proficiency levels. A balanced approach, combining authentic and adapted materials, proves to be more effective.

The analysis of foreign textbooks, such as "Taxi" and "Tout va bien," demonstrates their advantages in fostering communicative skills but also reveals limitations in aligning with Uzbekistan's educational standards. Therefore, these materials should be used as supplementary resources rather than primary teaching tools. The linguistic and cultural approach, emphasizing the comparison of native and target cultures, plays a key role in developing intercultural competence. Teachers must carefully select materials that not only provide cultural knowledge but also facilitate meaningful interaction in the target language. By incorporating interactive activities such as role-playing and problem-solving games, educators can create an immersive learning environment that fosters both linguistic and cultural competence.

## **Conclusion**

Effective implementation of the goals of teaching foreign languages is possible only when considering this learning as an integrative process that closely links language and culture. Acquaintance with the culture of the country of the studied language is as important as mastering the means of the language.

Despite the fact that the main attention in teaching a foreign language is paid to the formation of communicative competence, and the methodological content of a modern lesson is communicativeness, the teacher must remember that the success of building intercultural communication also depends on the level of formation of students' socio-cultural competence, an important element of which is linguistic and cultural competence. The desire to form communicative competence as the final result of learning presupposes not only mastery of the relevant linguistic means, but also the acquisition of extra-linguistic information necessary for adequate communication and mutual understanding.

The linguistic and cultural approach and the formation of linguistic and cultural competence in teaching a foreign language are increasingly recognized among teachers. Despite the fact that the formation of

linguistic and cultural competence is not presented as an independent goal of teaching a foreign language in Russian educational standards, many of its components are included in the socio-cultural competence within the framework of the communicative competence of students. Linguistic and cultural competence is not only knowledge of the culture of a particular country, but a system of nationally codified background knowledge that ensures adequate communication with native speakers. When teaching a foreign language, it is necessary to familiarize students not only with cultural information, but with lexical units that have a clearly expressed national cultural specificity: realia, connotative vocabulary and background vocabulary.

## References:

1. Барышников Н. В. Методика обучения второму иностранному языку в школе. – М.: Просвещение, 2003.
2. Акимова О. С. Формирование лингвострановедческой компетенции старших школьников // Молодой ученый. – 2016.
3. Василенко А. А. Лингвокультурное сопровождение процесса обучения французскому языку учащихся средней школы // Иностранные языки в школе. – 2012.
4. Таирова, М. (2021). Использование портфолио в обучении иностранных языков. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 8(8).
5. Таирова М. Обучение французскому языку в школах, как второму иностранному языку // *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*. – 2020. – Т. 1. – №. 1.
6. Tairova, Mavluda Kh. "SOME LEXICAL FEATURES OF BUSINESS FRENCH." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 3.05 (2022): 37-40.
7. Таирова, М. Х. (2022, January). La methodologie du français langue étrangère (FLE). In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 209-213).
8. Таирова, Мавлуда. "FRENCH FOREIGN LANGUAGE METHODOLOGY." *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)* 7.7 (2021).
9. Таирова, М. (2020). APPROCHE DIFFERENCIEE DE L'ENSEIGNEMENT D'UNE LANGUE ETRANGERE A L'ECOLE. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 1(1).
10. Таирова, М. Х., & Тоштонбоева, М. (2024). ШКОЛЬНОЕ ПОРТФОЛИО КАК ПОМОЩЬ В ОБУЧЕНИИ. *Gospodarka i Innowacje.*, 43, 247-249.
11. Таирова, М. Х., & Кулмурзаева, Э. (2024). Лингвистическое И Культурное Представление В Изучении Французского Языка Как Иностранного. *Miasto Przyszłości*, 54, 1584-1587.